



ELEMENTARY EDUCATION (EDU)

EDU 200 Classroom Management (2 Credits)

This course will prepare prospective educators to be responsive to the needs of students by providing a classroom environment in which all students can grow and thrive, including those from culturally, linguistically and ability diverse backgrounds. Course participants will experience various approaches and models for classroom discipline and develop their own personal style. They will also explore practical techniques for organizing and arranging classrooms to maximize learning.

EDU 205 Intro To Exceptional Educ. (3 Credits)

Trends and issues concerning exceptional education will be explored and discussed. This course presents an overview of learners with exceptional needs. Emphasis will be on characteristics of various exceptionalities, current issues, and the basic principles of the Individuals with Disabilities Act (IDEA). Consideration of cultural diversity, particularly Native American, will be emphasized in the course content.

EDU 220 Geography for Teachers (2 Credits)

Geography is concerned with the arrangement and location of phenomena on the face of the earth and with the associations of the phenomena that give character to places. This course introduces students to geographic concepts and methods and to materials fundamental to understanding the earth's various physical and human landscapes. Consideration of cultural diversity, particularly Native American, will be emphasized in the course content.

EDU 232 Fund. Elements of Reading Instructi (3 Credits)

This course is designed to introduce students to current research, theories, practices, and materials involved in the development of language and literacy. The five components of reading instruction based on scientifically and research-based best practices....Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension are identified and closely examined.

EDU 238 Classroom Management & Communicatio (3 Credits)

This course will prepare prospective educators to be responsive to the needs of students by providing a classroom environment in which all students can grow and thrive, including those from culturally, linguistically and ability diverse backgrounds. Course participants will experience various approaches and models for classroom management. They will also explore practical techniques for organizing and arranging classrooms to maximize learning. The course will provide teacher candidates an opportunity to design constructive ways to engage families and communicate professionally through electronic means and face-to-face connections.

EDU 250 Intro To Education (3 Credits)

This course introduces the field of education (K-12). Students explore a variety of careers in education and prepares them for future studies in the field. Topics covered include: historical, philosophical, and political influences; qualities and dispositions of effective teachers; pathways to becoming a teacher; curriculum and standards; classroom instruction, management, and assessment; and teaching multicultural/multilingual and special needs students.

EDU 288 Technology in Education (2 Credits)

This course will enable the student to facilitate learning with technology in the classroom setting. By exploring current theories of computer pedagogy, the student will plan, design, review and analyze specific lesson plans using technology in the elementary classroom. The student will locate and evaluate appropriate technology resources to be used in the elementary classroom. The student will become familiar with the federal guidelines for educators using information obtained from the Internet. The students will identify the social, legal, and ethical issues related to implementing technology in elementary education.

EDU 290 Multicultural Education (3 Credits)

This course examines how cultural diversity presents major opportunities and challenges in schools today. The course will focus on diversity consciousness and culturally responsive teaching in the context of an increasingly diverse school population. Students will be expected to relate concepts from the course to not only their own lives, but to current events in local, national, and international societies. Exploration of the North Dakota Native American Essential Understandings is included within the context of this course. The WIDA English Language Development Standards framework will be incorporated to address the needs of English Language Learners.

EDU 296 Field Experience (2 Credits)

This course is based on an independent study contracted between the instructor and a student. The class is a capstone course, taken during the final semester of the program, which provides the student with the opportunity to work with individual and small groups of children in elementary school classrooms, learning and implementing classroom management, curriculum, and observation.

EDU 300 Behavior Management and Interventio (3 Credits)

This course provides teacher candidates with an overview of intervention strategies for behaviors typically associated with attention deficit/hyperactivity disorder, Autism Spectrum Disorders, emotional disorders, and other related conditions in elementary educational environment or classroom. Teacher candidates will analyze various behavior management techniques applicable to academic, social, and emotional behavior in students.

EDU 305 Inclusive Classrooms (3 Credits)

This course is designed to prepare students with the knowledge, skills, and strategies necessary to support inclusive classrooms in elementary education school settings. Students will explore topics related to inclusive education, including: differentiation strategies for accommodations, modifying instruction through Individualized Education Programs (IEPs), assistive technologies, and multi-lingual learners to foster supportive learning environments.

Prerequisite: EDU 205

EDU 315 Integrated Art, Music & Drama Curri (3 Credits)

This course is designed to give an overview of current theory and practice of an integrated arts curriculum for elementary classroom teaching. Subject matter will include teaching about and through the fine arts, music and drama. Candidates will explore elements of the arts and incorporate these elements into exercises and lessons appropriate for the elementary classroom.

**EDU 325 Language Arts in the Elem. Clsrm (2 Credits)**

This is a survey of methods designed to prepare beginning teachers for instruction in beginning reading instruction based on scientifically and research-based best practices in language arts. The course content includes topics such as theoretical models of language development, listening, oral language, spelling, handwriting reference skills, and children's composition. Teacher candidates will also learn about techniques for teaching language arts for diverse learners. Field experience is required.

Prerequisite: EDU 232

EDU 330 Teaching Reading in the Elementary (3 Credits)

This is a survey course in reading instruction. The course provides a comprehensive treatment of the major topics of reading. Teacher candidates will be able to demonstrate competencies in beginning reading instruction based on scientifically and research-based best practices, including phonemic awareness, phonics, fluency, vocabulary. Teacher candidates will acquire knowledge of how to assess a student reading ability and how to identify and correct reading difficulties. Field experience is required.

Prerequisite: EDU 232

EDU 332 Reading Assessment and Intervention (3 Credits)

This course includes an overview and application of research-based assessment, diagnostic practices, and supportive interventions to differentiate reading instruction. Teacher Candidates will gain competencies in reading assessment, data analysis and demonstrate research-based instructional strategies that support student learning needs and reading abilities, including English Learners. Student-led inquiry, shared teaching practice and performance, and case study applications provide collaborative learning experiences.

Prerequisite: EDU 232

EDU 333 Behavior Assessment and (3 Credits)

This course provides teacher candidates with an overview of intervention strategies effective with children in elementary educational settings. The course addresses behaviors typically associated with attention deficit/hyperactivity disorder, Autism Spectrum Disorders, emotional disorders and other related conditions. Teacher candidates will learn to modify curriculum, instruction, and assessment to meet the needs of every student; to collaborate when designing and implementing curriculum and instruction for an inclusive classroom; and to develop the affective skills of students in general education classrooms.

Prerequisite: EDU 200, EDU 205

EDU 338 Family & School Collaborations (2 Credits)

This course provides an opportunity for teacher candidates to reflect not only on present issues in schools, but the opportunity to review innovative initiatives and models around the country that give a voice to teachers and families on behalf of children. The course will provide teacher candidates an opportunity to design constructive ways to empower families and teachers to be more effective in creating "schools our children deserve".

EDU 342 Elementary Physical Education (2 Credits)

This is an interdisciplinary course designed to prepare teacher candidates with the philosophy, knowledge, and skills necessary to become competent teachers of elementary physical education, safety, and health education. Strategies included are observation, analysis, and journal writing during early clinical experience. Additionally, this course will broaden the candidate's understanding of children's play, health, and physical activity.

EDU 345 Assessment of Student Learning (3 Credits)

This course is an investigation into the design, assessment, and evaluation of student performance in the elementary classroom. Teacher candidates are required to know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. In addition, teacher candidates will develop an understanding of the need to differentiate instruction and acquire appropriate strategies to do so.

EDU 346 Field Experience II (1 Credit)

This 45-hour field experience provides the teacher candidate an opportunity to apply course content in a grade 1-6 classroom and to reflect on the teaching profession as an active participant. A mentor teacher and Teacher Education field supervisor provide guidance during this learning experience. The teacher candidate will be challenged to develop ways of articulating subject area knowledge, to collaborate with colleagues and parents, and to apply understanding of students as individuals with social, emotional, physical, and intellectual needs. The teacher candidate will be expected to observe and engage in daily classroom activities and may be called upon to work with individuals or in small group settings during this field experience. Teacher Candidates will also prepare lesson plans in content areas and implement in whole group instruction.

Prerequisite: EDU 296

EDU 355 Mathematics in the Elementary Class (2 Credits)

This course prepares teacher candidates to teach mathematics in elementary schools. The focus of this course will be on understanding mathematical concepts and developing appropriate lessons and strategies for teaching mathematical concepts to all children. An emphasis is placed on meeting the needs of all learners in culturally diverse educational environments.

Prerequisite: MTH 277, MTH 377

EDU 365 Science in the Elementary Classroom (2 Credits)

This course prepares elementary education teacher candidates to teach science integrated with technology. This course has four components: earth science, space science, physical science, and life science. The focus of this course is on increasing content knowledge and on planning and implementing developmentally appropriate, integrated science units. This course includes inquiry-based and computer laboratory experiences. Field experience is required.

EDU 375 Social Studies and Geography in the (3 Credits)

This is a survey of methods designed to prepare beginning teachers for instruction in Social Studies and Geography. The course content includes key topics for social studies and geography. Students will design and create effective and engaging lessons that align with curriculum standards, including activities that promote student investigation, research skills, Indigenous cultures, histories, and geography.



EDU 396 Field Experience III (1 Credit)

This 90-hour full semester field experience provides the teacher candidate continued opportunity to apply course content in a grade 1-6 classroom and to reflect on the teaching profession as an active participant. A mentor teacher and Teacher Education field supervisor provide guidance during this learning experience. The teacher candidate will be challenged to develop ways of articulating subject area knowledge, to collaborate with colleagues and parents, and to apply understanding of students as individuals with social, emotional, physical, and intellectual needs. The teacher candidate will be expected to engage in daily classroom activities and will work with students in small group and large group settings during this Level III field experience. Teacher Candidates will also prepare lesson plans in content areas and implement in whole group instruction.

Prerequisite: EDU 346

EDU 498 Elementary Edu Student Teaching (12 Credits)

Student teaching is the opportunity for teacher candidates to participate in an experiential learning setting where they can utilize the skills, strategies, and knowledge they learned during their teacher preparation program. With a theme of Competence and Caring as the underlying focus of the experience, students enrolled in this course will experience firsthand the many facets of teaching in an elementary school setting. Successful completion of this field placement is the culminating activity leading to licensure as a professional educator. (Open only to students approved for student teaching.)